

# I Have Skills

## Theme and Level

**Theme:** Know Myself

**Level:** Getting Started, Looking Deeper

## At a Glance

Students identify skills they possess with assistance from classmates, and learn about transferable skills.

**Time:** 50 minutes.

**Note:** SKILLS may not be available at all sites.

## Essential Questions

- What skills have I demonstrated through my accomplishments?
- Which of my skills are transferable?

## Preparation

- Set up overhead projector with classroom computer
- Establish CIS portfolios before this lesson
- Print the *SKILLS Worksheet*, found in Tools for Users under Support Materials, one per student
- Gather highlighters, one per student

## Steps

1. Show PowerPoint (PPT) Slide 1. Tell students that the goal of this lesson is for them to identify the skills they possess and learn which of these skills are transferable to occupations.
2. Ask students to share skill words they know and list these on the board.
3. Show PPT Slide 2. Explain and discuss skills. Tell students: "One definition of a skill that is used in career development is 'a goal-directed behavior that has been or can be strengthened through practice.' We use skills in everything we do and in all life roles. They are particularly important in helping one get and keep a job and succeeding in a career. We acquire skills throughout our lives. We need to be able to recognize the skills we have and the skills we need to acquire. This exercise will help us learn how to do this."
4. Divide the class into groups of five.
5. Explain that one way to identify the skills we have is to examine and analyze one activity in detail.
6. Further explain that, in this activity, each student will identify an accomplishment, (something of which they are proud) and others will listen to the accomplishment and record skill words heard in the description.
7. Show PPT Slide 3. Use the slide to provide some example accomplishments: a project they have completed or a goal they have achieved (built a skateboard, made a cake, or made a presentation to an audience).
8. Distribute the *SKILLS Worksheets*.
9. Ask students to take turns sharing an accomplishment within their groups. Instruct students to describe their accomplishment in detail so that each step of the accomplishment is clear and steps are not omitted.
10. Show PPT Slide 4. Instruct group members to listen to the speaker and record on the *SKILLS Worksheets* any skills that they hear their fellow student referencing during the accomplishment description and sharing.
11. After each speaker finishes sharing their accomplishment, ask group members to list the skills they heard the individual mention.
12. Ask the student who just described their accomplishment to create a master list of the skills heard by others during their accomplishment sharing on their own *SKILLS Worksheet*.

13. Demonstrate this process with a personal or professional accomplishment and ask students to practice listening for and recording skill words they heard.
14. Review PPT Slide 4. Inform students that the Personal and Social Skills listed (Sections A and B on the *SKILLS Worksheet*) are skills employers value greatly. These skills tend to be difficult to instill in workers. It is best to begin your job search with these skills, developing them over the many years of your education and life that precede your job search.
15. Ask students for examples of ways these skills are developed or used at school through subject-related activities, sports, cultural events, and everyday interaction with students and teachers.
16. Show PPT Slide 5. Ask the class to consider how the skills they have used in their accomplishments might be used in specific jobs.
17. Use Slide 6 to explain the term "transferable skills," which are those skills which transfer from one work situation to another or from leisure or volunteer activities to employment activities.
18. Ask students to review the master list of skills they compiled when sharing their accomplishments and highlight those on their *SKILLS Worksheet* which they believe to be transferable skills. (Note: All of the skills on this list are transferable skills. These are the skills words used in the SKILLS assessment.)
19. Ask students to enter their reflections about this activity in their portfolios as indicated below.

## Variations and Accommodations

- Ask students to select an assignment from any given subject area to help them see the skills they are building within this subject area.
- Use the full SKILLS assessment after completing these worksheets.
- Ask students to use the SKILLS Sorting Cards (found in Tools for Users under Support Materials) to organize a master list of skills they have used and find satisfying upon completion of this lesson.
- Use smaller groups to ease information overload for some students.
- Students needing special assistance should be paired with a helpful group member for the activity.

## Assessment

Use the *I Have Skills Scoring Guide* to evaluate student work.

## Portfolio

Students enter their reflections about this activity in the **What do you know about yourself - your characteristics, interests and preferences?** text box in the Know Myself section of Career Plan.

## Materials

Computer with overhead projector

*SKILLS Worksheet*

[I Have Skills \(PPTX\)](#)

[I Have Skills Scoring Guide \(PDF\)](#)

[I Have Skills Scoring Guide \(DOCX\)](#)

Highlighters, one per student

## Goals and Standards

### *Common Core State Standards*

- English Language Arts Career Anchor: Speaking & Listening
- English Language Arts Career Anchor: Writing

### *National Career Development Guidelines*

- GOAL PS1 Develop understanding of self to build and maintain a positive self-concept.
- GOAL PS2 Develop positive interpersonal skills including respect for diversity.

- Personal/Social Development, Academic Development, Career Development

***Bloom's Taxonomy:*** Understanding, Applying, Analyzing, Evaluating

***American School Counselor Association (ASCA) Mindsets and Behaviors for Student Success***

Mindset Standards

- Belief in Development of Whole Self, Including a Healthy Balance of Mental, Social/Emotional and Physical Well-Being
- Self-Confidence in Ability to Succeed
- Sense of Belonging in the School Environment
- Belief in Using Abilities to their Fullest to Achieve High-Quality Results and Outcomes
- Positive Attitude Toward Work and Learning

Behavior Standards: Learning Strategies

- Demonstrate Critical-Thinking Skills to Make Informed Decisions
- Demonstrate Creativity
- Gather Evidence and Consider Multiple Perspectives to Make Informed Decisions

Behavior Standards: Self-Management Skills

- Demonstrate Ability to Assume Responsibility
- Demonstrate Ability to Work Independently

Behavior Standards: Social Skills

- Use Effective Oral and Written Communication Skills and Listening Skills
- Create Positive and Supportive Relationships with Other Students
- Use Effective Collaboration and Cooperation Skills
- Use Leadership and Teamwork Skills to Work Effectively in Diverse Teams
- Demonstrate Advocacy Skills and Ability to Assert Self, when Necessary
- Demonstrate Social Maturity and Behaviors Appropriate to the Situation and Environment